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ABSTRACT

The intensive four-week seminar described in this report was designed for sign language interpreters currently employed or desiring employment in public post-secondary technical and vocational education. After explaining the objectives of the seminar, its targeted participants, and the training structure, the report presents an outline of the topics covered and the instructional methods used for each of the 18 training days and 2 evaluation days of the seminar. Next, a list of instructional materials and resources is presented. After describing the facilities used for the symposium, the report lists the other schools to which the project training materials were distributed. The bulk of the report consists of the materials that were distributed to symposium participants, including a code of ethics, assignments, an evaluation form, self-assessment instruments, exercises related to risk taking, relaxation training materials, and information on stress, personality types, perception, and judgment. (AJL)

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ED301249

Eastfield College
Of The
Dallas County Community College District

INTENSIVE TRAINING SEMINAR
FOR
AMERICAN SIGN LANGUAGE INTERPRETERS

POST—SECONDARY EMPLOYMENT EMPHASIS

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Texas Higher Education
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INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

INTRODUCTION

The curriculum described in these pages was developed and piloted at Eastfield College of the Dallas County Community College District. Partial funding for the project was provided by Federal Vocational Education dollars resulting from the Carl D. Perkins Act of 1984 which is administered by the Texas Higher Education Coordinating Board.

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II. PROJECT STAFF

PROJECT STAFF

K. Buddy Bauer, B.S., TCD-Level III
Selection, coordination and production of audio training cassettes. Trainer.

Laura Carr, B.S., M.A., NRID-CSC
Selection, coordination and production of video training cassettes. Curriculum development and logistics consultant. Trainer.

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Audio training cassette duplication, collection of technical resource texts and clerical assistance.

Caven Marsh, Coordinator, Audio/Visual Production
Camera operator and editor for production of video training materials.

Betty Merritt, NRID-CSC, TCD-Level IV
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Selection, coordination and development of interpersonal skills curriculum, test interpretation, and training logistics consultant. Trainer.

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Bobbi White, B.S., NRID-CSC
Authored training scenarios, curriculum development, logistics consultant. Assistant Project Director and Trainer.

Special Thanks

The Project Director and Staff extend their sincere gratitude to Lucille Koehl, Chairperson of the Board for Evaluation of Interpreters of the Texas Commission for the Deaf for her special attention and assistance.

III. SEMINAR OBJECTIVES

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

SEMINAR OBJECTIVES

OBJECTIVES

The seminar is designed for sign language interpreters currently employed or desiring employment in public post-secondary technical and vocational education settings.

This project is intended to increase both the number and the quality of certified sign language interpreters for deaf students. Specific project objectives are to:

1. develop and provide a four (4) week intensive educational interpreting training seminar for no more than 20 and no less than 15 prospective interpreters;

2. coordinate an exit evaluation to be conducted by a state or national certifying body for completing participants;

3. duplicate training curriculum and audio/visual materials for distribution to other post-secondary programs.

TARGET POPULATION

Project participants will:

1. demonstrate at least average fluency in conversational sign skills;

2. demonstrate a score of 28+ on the Nelson-Denny Form C, or 390+ on the SAT Verbal, or 16+ on the SAT English;

3. indicate a desire to be employed or continue employment as an interpreter in an educational setting; and

4. participate in an intake interview to be conducted by an ITP faculty member.

TRAINING STRUCTURE

Eighteen (18) six (6) hour training days to be immediately followed by two (2) evaluation days. Training days would begin at 9:00 a.m. and conclude at 4:00 p.m. with an hour each day for lunch. The total number of training hours will be one hundred and eight (108).

IV. TRAINING OUTLINE

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

TRAINING OUTLINE

WEEK ONE - MONDAY - DAY 1

AM SESSION - Large Group Activity: Self-Assessment and
9 - 12:00 Interpersonal Skills Training

1. Test Administration
   a.) Tennessee Self-Concept
   b.) Myers-Briggs

2. Test Interpretation
   a) discussion with group
   b) individual
   c) norms

PM SESSION - Large Group Activity
1 - 4:00

1. Purpose - to better know yourself, which will assist you in better interpersonal skills and the handling of interpreting assignments

2. Method
   a) lecture
   b) group interaction
   c) discussion

3. Presentation of Objectives

   Four areas to be developed:
   a) awareness of stress reduction among deaf and hearing-impaired people
   b) how to prevent problems from developing
   c) teach relaxation training to interpreters
   d) separate your behaviors from their behaviors

WEEK ONE - TUESDAY - DAY 2

AM SESSION - Large Group Activity
9 - 12:00

In-depth discussion via lecture, hands-on demonstration, stress reduction, and relaxation training.

The four areas listed above will be discussed in detail.

PM SESSION - Large Group Activity
1 - 4:00

Continuation of morning session.

WEEK ONE - WEDNESDAY - DAY 3

AM SESSION - Large Group Activity
9 - 12:00

1. Overview of TCD Code of Ethics
2. Overview of RID Code of Ethics
3. Overview of state law regarding interpreters
4. Overview of applicable federal mandates
5. TCD-BEI Organizational Structure
6. Preparing for the assignment
7. Resources for professional development

PM SESSION - Large Group Activity: Discussion
1 - 4:00

1. Trainees each receive a written scenario describing an interpreting situation
2. Trainees individually present their assigned scenario and explain appropriate ethical conduct
3. Trainer and peers critique conduct

WEEK ONE - THURSDAY - DAY 4

AM SESSION - Large Group Activity
9 - 12:00

Continuation of previous day's ethics scenarios.

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

WEEK ONE - DAY 4 through WEEK THREE - DAY 5

OBJECTIVES:

1. increase regular and specialized vocabulary
2. develop skills in sign creation
3. identify specific interpreting skills (s/v, v/s)
4. improve interpreting delivery
5. increase fingerspelling clarity/fluency
6. build English vocabulary
7. develop quicker translation skills from English
8. identify strengths and weaknesses in themselves and others in order to learn self-help techniques

WEEK ONE - THURSDAY - DAY 4

PM SESSION - Large Group Activity
1 - 4:00

1. Instruction regarding dissection of audio-taped lecture
   a) large group activity
   b) same audio-taped lecture for group

2. Dissection of audio tape
   a) identify unknown vocabulary
   b) discuss sign concepts
   c) learn established sign vocabulary
   d) create new sign vocabulary from concept discussion

3. Practice interpreting audio tape
   a) this may be done in a large group or small group
   b) major skill areas will be identified for participants to focus their attention

4. Participants will be told that the Thursday audio tape will be videotaped on Friday afternoon.

5. Group assignment schedule will be distributed. Group make-up and trainer assignment will change daily to maximize exposure to trainers.

WEEK ONE - FRIDAY - DAY 5

AM SESSION - Large Group Activity
9 - 12:00

1. Written test to measure knowledge of ethics and applicable Texas state laws
2. Group grading and discussion of assessment instrument

WEEK ONE - FRIDAY - DAY 5

PM SESSION - Assigned Rotating Group Activities
1 - 4:00

1. Group A: videotape audio-taped lecture dissected on Thursday

2. Group B & C: dissect and practice audio-taped lectures to be videotaped on Monday--three (3) different lectures are assigned within each group

3. Rotation occurs each hour so that each group has one (1) hour videotaping and two (2) hours dissecting audio-taped lectures

WEEK TWO - MONDAY - DAY 6

AM SESSION - Assigned Rotating Group Activities
9 - 12:00

1. Group A: videotape voice-to-sign performance of audio-taped lecture dissected on Friday

2. Group B: view and critique voice-to-sign videotape produced on Friday

3. Group C: sign-to-voice practice using project videos and available supplemental videotapes

4. Rotation occurs each hour

PM SESSION - Assigned Rotating Group Activities
1 - 4:00

1. Group A: view and critique voice-to-sign videotaped lecture produced during morning session

2. Group B: dissect and practice voice-to-sign audio-taped lectures to be videotaped Tuesday--three (3) different lecture tapes are assigned within each group

3. Group C: sign-to-voice practice using project videotapes and available supplemental videotapes

4. Rotation occurs each hour

WEEK TWO - TUESDAY through FRIDAY - DAYS 7 - 10
WEEK THREE - MONDAY through FRIDAY - DAYS 11 - 15

AM SESSION - Assigned Rotating Group Activities
9 - 12:00

1. Group A: videotape voice-to-sign performance of previous day's audio-taped lecture
2. Group B: sign-to-voice practice using project videotapes and supplemental tapes
3. Group C: dissect and practice voice-to-sign audio-taped lecture to be videotaped the following day; three (3) different lecture tapes are assigned within each group
4. Rotation of groups occurs each hour

PM SESSION - Assigned Rotating Group Activities
1 - 4:00

1. Group A: view and critique voice-to-sign performance videotaped during morning session
2. Group B: sign-to-voice practice using project videotapes and supplemental tapes available
3. Group C: resume dissection and practice of voice-to-sign project audio tape in preparation for videotaped performance the following day--may practice spontaneous voice-to-sign skills using other available audio tapes
4. Rotation occurs each hour

WEEK FOUR - MONDAY - DAY 16

AM SESSION - Large Group Activity: Voice-to-sign
9 - 12:00 interpretation of unrehearsed audio-taped lectures/stories

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

WEEK FOUR - MONDAY - DAY 16

PM SESSION
1 - 4:00

1. Each participant voice-to-sign interprets 12-minute audio tape

2. Oral critique and suggestions regarding sign selection, fluency, etc. will be provided by trainers.

3. "Peer Critique Form" will be completed by participants and shared with each trainee

WEEK FOUR - TUESDAY - DAY 17

AM SESSION
9 - 11:00 Large Group Activity: Continue and complete Monday's activities

11 - 12:00 Group Discussion: Address questions regarding sign selection, conceptualization, spatialization, and other technical skills

PM SESSION
1 - 4:00

1. Large Group Activity: sign-to-voice interpretation of unrehearsed videotapes
   a) each trainee will voice a 5 minute segment of a videotaped sign presentation in front of the group
   b) trainer will provide constructive feedback

2. Individualized Performance Critique:
   a) voice-to-sign intepretation of unrehearsed audio tape reviewed individually by trainee and one trainer
   b) oral critique of performance provided to trainee
   c) trainee returns to large group activity

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

WEEK FOUR - WEDNESDAY - DAY 18

AM SESSION
9 - 12:00

1. Large Group Activity: Sign-to-voice interpretation of unrehearsed videotapes continues

2. Individualized Performance Critiques continue

PM SESSION - Large Group Self-Assessment Activity
1 - 4:00

1. Discussion regarding participants' self-perception, skills gained, future and potential

2. BEI Evaluation plans and schedule distributed

3. Relaxation exercise

WEEK FOUR - THURSDAY and FRIDAY - DAYS 19 and 20

1. Trainees participate in TCD-BEI Level III evaluation

2. Trainees receive BEI results

V. INSTRUCTIONAL MATERIALS AND RESOURCES

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

INSTRUCTIONAL MATERIALS AND RESOURCES

DAY 1 and 2

Tests

Myers-Briggs Type Indicator, by K. Briggs and I.B. Myers, Consulting Psychologists Press, Inc., Palo Alto, Calif., 1983.

Tennessee Self-Concept Scale, by William Fitts, Western Psychological Services, Los Angeles, Calif., 1965.

Books/Articles

Amidon, David. "De-Stress Yourself," Stress management seminar. Eastfield College, 1988.

Keirsey, D., Bates, M. Please Understand Me. Prometheus Nemesis Books, Calif. 3rd edition, 1978.

Maslach, Christina. Burnout-The Cost of Caring. Prentice-Hall, 1972.

Myers, Isabel. Gifts Differing. Consulting Psychiatrists Printing, 1980.

Siegelman, Ellen. Personal Risk. Harper & Row, N.Y., 1983.

Timme, Paul. Human Relations Organization. West Publishing, N.Y., 1986.

Trychin, S. Relaxation Training for Hard of Hearing People. Practitioner's manual, videotapes and audio tapes. Gallaudet University, 1987.

Walsh, James. "Tennessee Self-Concept Scale." Test Critiques. Volume 1.

Zagarus, A. Multi-Modal Behavior Therapy. Syracuse, N.Y., Inc., 1976.

DAY 3 through 18

Texts

Interpreter Certification and Principles of Ethical Behavior. Texas Commission for the Deaf, Board for Evaluation of Interpreters.

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

Taped Lecture Subject Resource Texts

Allgeier, Albert Richard and Elizabeth Rice. Sexual Interactions, D.C. Heath and Company, 1984.

Althouse, Andrew D., Carl H. Turnquist, Alfred F. Bracciano. Modern Refrigeration and Air Conditioning, The Goodheart -Willcox Company, Inc., 1988.

Bovee, Courtland L., William F. Arens. Contemporary Advertising, Second Edition, Richard D. Irwin, Inc., 1986.

Ellenson, Ann. Human Relations, Second Edition, Prentice-Hall, Inc., 1982.

Ellis, Janice R. and Elizabeth A. Nowlis. Nursing: A Human Needs Approach, Third Edition, Houghton Mifflin Company.

Ellis, Janice R. and Elizabeth A. Nowlis., Modules for Basic Nursing Skills, Third Edition, Houghton Mifflin Company, 1984.

Frair, John and Birthney Ardroin. Effective Photography, Prentice-Hall, Inc., 1982.

Graphic Arts: Book One--Orientation, Composition, and Paste-Up, Mid-America Vocational Curriculum Consortium, Inc.

Graphic Arts: Book Three--The Press and Related Processes Mid America Vocational Curriculum Consortium, Inc., 1982.

Herman, Stephen L. and Bennie L. Sparkman. Electricity and Controls for Heating, Ventilating, and Air Conditioning, Delmar Publishers, Inc., 1986.

Mandell, Steven. Introduction to Computers Using the IBM and MS-DOS PCs with Basic, Second Edition, West Publishing Company, 1987.

Oliva, Ralph A. and Charles W. Dale. Basic Electricity and DC Circuits, Second Edition, Texas Instruments, Inc., 1979.

Phipps, Wilma J., Barbara C. Long, Nancy F. Woods, eds. Medical-Surgical Nursing: Concepts and Clinical Practice, The C.V. Mosby Company, 1979.

Rhone, L.C. and H. David Yates. Total Auto Body Repair, Second Edition, Bobbs-Merrill Educational Publishing, Inc., 1983.

Scarr, Sandra, Richard A. Weinberg, and Ann Levine. Understanding Development, Harcourt Brace Jovanovich, Inc., 1986.

Schickedanz, Judith A., David I. Schickedanz, and Peggy D. Forsyth. Toward Understanding Children, Little, Brown and Company, 1982.

Schmitt, Allan and Ralph Holloway. Boolean Algebra: Practical Applications in Designing Digital Circuits, Eastfield College, 1987.

Tortora, Gerard J. and Nicholas P. Anagnostakos. Anatomy and Physiology Laboratory Manual, Second Edition, Macmillan Publishing Company, 1986.

Tortora, Gerard J. and Nicholas P. Anagnostakos. Principles of Anatomy and Physiology, Fifth Edition, Harper & Row, 1987.

Weinstein, Allen and Frank Otto Gatell. Freedom and Crisis: An American History (Volume one to 1877), Third Edition, Gatell, Random House, Inc., 1981.

Young, Kenneth A. 1986 Edition Electronic Ignition--Diagnosis & Testing, Mitchell Information Services, Inc., 1986.

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

Handouts

RID Code of Ethics

Personal Assessment Workshop: by Ursula Palmer
Notes on the Tennessee Self-Concept Scale

Personal Assessment Workshop: by Ursula Palmer
Information from "Personal Risk"

Personal Assessment Workshop: by Ursula Palmer
"Burnout - the Cost of Caring"

Myers-Briggs Analysis and Information

De-Stress Yourself: Information compiled by David Amidon
Spring 1988

Video Materials

Project Materials

Fourteen (14) interviews on seven (7) tapes presenting interviews with deaf and multi-handicapped deaf community college students.

Audio-taped Materials

Project Materials

Thirty one (31) audio-taped classroom lectures representing a variety of technical and academic areas.

Assessment Instruments

Peer Critique Form
Ethics Exam
Seminar Evaluation Form

VI. FACILITIES DESCRIPTION

FACILITIES DESCRIPTION

Three training stations/rooms:

Station One: Facilities equipped with video recorder, camera, monitor, audio tape recorder adapted to video recorder. Videotaping and viewing for critique can occur in the same room except during the morning session of WEEK TWO-MONDAY-DAY 6. Room should accommodate equipment and 22 persons comfortably.

Materials: Audio-taped lecture to be interpreted and blank videotape for recording.

Purpose: Voice-to-sign practice. The training focus will concentrate on skills of recall, sign selection, conceptualization, fluency, clarity of fingerspelling, and accuracy of delivery. Trainees will interpret or transliterate audio-taped lectures as assigned.

Session Use: WEEK ONE-DAY 4 - PM SESSION through WEEK FOUR-DAY 18 - AM SESSION

Station Two: Facilities equipped with two ½" videotape playback units and monitors and two audio tape recorders with microphones. Room should accommodate eight persons and equipment comfortably.

Materials: Project-developed and supplemental videotapes and audio tape for each trainee.

Purpose: Sign-to-voice practice. Trainees will simultaneously voice signed presentation. Voicing will be recorded on audio tape for self-review and critique. The main training focus will be vocabulary selection, phrasing, voice quality and grammar usage.

Session Use: WEEK TWO-DAY 6 through WEEK THREE-DAY 15, WEEK FOUR-DAY 17-PM SESSION and DAY 18-AM SESSION

Station Three: Multi-purpose room.
WEEK ONE-DAYS 1 and 2 room should accommodate 22 persons comfortably. Floor should be carpeted and pillows may be used.

Purpose: Interpersonal skills training

WEEK ONE-DAY 3 through WEEK THREE-DAY 15
Facilities equipped with seven audio tape recorders with earphones.

Materials: Project-developed and supplemental audio taped recordings, lecture topic textbooks and dictionary.

Purpose: Dissection and practice of voice-to-sign presentations. Training focus will include ASL and English vocabulary development, conceptualization, fluency and accuracy of delivery.

WEEK FOUR-DAY 18-PM SESSION
Facilities equipped with pillows.

Purpose: Self-assessment activity and closing relaxation exercise.

VII. MATERIALS DISTRIBUTION

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

MATERIALS DISTRIBUTION PROCEDURES

Project Developed Training Materials

In addition to the Eastfield College Interpreter Training Program (ITP), four (4) other community college programs exist in the state of Texas. The Project Director will forward four (4) copies of this curriculum, one (1) set of seven (7) video training cassettes and one (1) set of thirty-one (31) audio training cassettes to each of the following ITPs.

El Paso Community College
Paraprofessional for the Hearing Impaired Program
P.O. Box 20500
El Paso, Texas 79998

Houston Community College
The Deaf Program
P.O. Box 7849
Houston, Texas 77007

McClennan Community College
Interpreter Training Program
1400 College Drive
Waco, Texas 76508

Tarrant County Junior College--Northeast Campus
Interpreting for the Deaf Program
4801 Marine Creek Parkway
Fort Worth, Texas 76179

Other Texas community colleges and technical institutes wishing to receive copies of the audio and video training cassettes should contact Reva Rattan at Eastfield College. The cost of cassettes for duplication and postage will be assumed by the requesting institution. Two (2) copies of the curriculum/training outline will be forwarded upon request at no charge.

Supplemental Training Materials

To purchase materials identified in the Instructional Materials and Resources as "Supplemental," contact the indicated source.

VIII. APPENDIX

REGISTRY OF INTERPRETERS FOR THE DEAF, INC.
CODE OF ETHICS

Interpreter/transliterator shall keep all assignment-related information strictly confidential.

Interpreter/transliterators shall render the message faithfully, always conveying the content and spirit of the speaker, using language most readily understood by the person(s) whom they serve.

Interpreter/transliterators shall not counsel, advise, or interject personal opinions.

Interpreter/transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.

Interpreter/transliterators shall request compensation for services in a professional and judicious manner.

Interpreter/transliterators shall function in a manner appropriate to the situation.

Interpreter/transliterators shall strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues and reading of current literature in the field.

Interpreter/transliterators, by virtue of membership in or certification by the R.I.D., Inc. shall strive to maintain high professional standards in compliance with the Code of Ethics.

October 1979

For each of the following scenarios:

1. Identify the specific point(s) of ethical conduct tested.

2. Explain what actions are appropriate and why.

SCENARIO #1

You are called to interpret in a hospital emergency room. When you arrive at the hospital, a nurse escorts you into an examining room where a 27 year old deaf male patient is waiting to be seen by a physician. The patient has a gunshot wound to the left thigh.

The nurse introduces you to the patient and then leaves the room. While waiting for the doctor, the patient tells you that his wife shot him while arguing about his infidelity with Mary Lou Smith, a woman you recall meeting once at a social event. You remember that Ms. Smith was accompanied by a different gentleman the night you met her.

The doctor enters and inquires how the patient sustained the wound. The patient tells the physician that the wound was self-inflicted by an accidental discharge while cleaning his gun.

SCENARIO #2

You are called to interpret in the criminal trial of a deaf woman accused of burglary. You are sworn in as an agent of the court. During the trial, the woman pleads innocent and is found not guilty.

In the hall outside the courtroom, the woman brags to several friends and in your presence that she and a witness for her defense had lied under oath and "pulled the wool over the judge's eyes." Remember you were employed as an agent of the court.

SCENARIO #3

For the past year, a deaf woman has come in to do your housekeeping once a week. She has told you that banks make her very nervous, so to avoid having her cash a check you have been paying her in cash. She comes to you asking you to go with her and her husband to the IRS office for an audit. You agree to interpret for them both. While in the office, the examiner asks the couple about their income. Both state that the husband is the sole wage earner for the family.

SCENARIO #4

You are interpreting for an in-patient at a psychiatric clinic. The patient is a deaf woman, recently widowed after 35 years of marriage with a hearing man. During her marriage, the woman had no contact with the deaf community. Following her husband's death, the woman became severely depressed and her son had her committed. After a session with the patient, the psychiatrist concludes that the woman's depression has no basis and orders electro-shock therapy. You feel strongly that the woman's depression is linked to her sense of isolation due to her deafness and lack of social contact, and electro-shock therapy would be too drastic.

SCENARIO #5

You are interpreting in a college level computer programming course with one deaf student. During a Friday lecture the instructor informs the students that an exam will be administered the following Monday. In preparation for the exam the instructor suggests that a thorough review of chapters 12 through 16 would be appropriate.

The following Monday the test is administered to the class. After class the deaf student complains to you that most of the questions on the test were not related to information covered in chapters 12 through 16. You suggest that the student meet with the instructor to express his concerns. During the meeting, which you are interpreting, the instructor denies having assigned those specific chapters. The deaf student says "That's what you said. Ask the interpreter."

SCENARIO #6

You and another interpreter are hired for an executive board meeting that includes one deaf professional. The interpreter you are working with has trouble voicing for the deaf client, making it difficult for him to participate in the discussion. During a break, the client takes you aside and asks you to arrange it so that you do all the voicing for him.

SCENARIO #7

You are contracted by a divorce attorney who is representing a deaf man. The interpreter who originally contracted with the attorney became ill so you are replacing her. The client is filing for divorce on the grounds of adultery and is seeking custody of his one year old daughter and three year old son. The man's wife is contesting the grounds for divorce and custody suit.

You interpret three meetings in preparation for the civil trial. Attempts to identify witnesses to collaborate the client's accusations are not successful. During the meetings you interpret, the client's spouse and children are not named, but simply referred to as "your wife," "my wife," "your children," or "my children."

The trial date arrives and you report to the courthouse. In the courtroom, you wait with the attorney and his client for the trial to begin. As you wait, a woman that you recognize as Mary Lou Smith and a gentleman enter the courtroom and sit down. You remember her from a party and also recall her name mentioned in an emergency room incident.

SCENARIO #8

A deaf member of your church loses his job in a company reduction of force. He is married and has four children to support. He is an extremely proud man and will not ask for assistance. After several months of futile attempts to find employment, the man's financial resources are exhausted. Your minister convinces him to apply for public assistance. The minister contacts you to interpret for the deaf member at the Department of Human Resources. You agree and meet the deaf man at the agency office. Upon completion of the assignment, you mail an invoice for services to the Department of Human Resources. The DHR refuses to pay the invoice. You know state laws require government agencies to provide interpreter services.

SCENARIO #9

You are the interpreter in the hospital clinic. When the doctor comes in to examine the patient, he asks you to leave. The patient tells you to stay. The doctor again orders you to leave.

SCENARIO #10

As a free-lance interpreter you are given a 2 p.m. appointment at an apartment locator service. At 12:30 p.m. the deaf service center calls and asks you to interpret a short doctor's appointment at 1 p.m. because no other interpreters are available that afternoon. The assignments are close to each other, so you accept.

The doctor is late calling the patient in. During the exam, the patient begins to hemorrhage and must be rushed to the hospital. The patient asks you to accompany him. It's 1:45.

SCENARIO #11

You are interpreting in a post-secondary setting. The subject matter in one class is a major area of interest for you. The instructor is very friendly and after class suggests that the two of you discuss the course over dinner.

SCENARIO #12

You accept an assignment from the local deaf service organization to interpret a court hearing for a couple whose joint bank account has been tampered with and is $1,000 short. The bank has denied responsibility, therefore the couple is suing the bank for the money. While you are interpreting, the hard-of-hearing spouse begins signing to his deaf spouse, misconstruing some of the facts.

SCENARIO #13

While at the deaf service agency you overhear an interpreter relating a story about another interpreter's unethical behavior during a court-ordered psychiatric exam. The unethical behavior may very well have influenced the decision of the psychiatrist to the detriment of the patient.

SCENARIO #14

You accept an assignment interpreting a job interview for a deaf applicant. The client wants you to sign but prefers to speak for himself. You know the interviewer cannot understand the deaf person's speech as you are having a difficult time yourself. The interviewer looks to you for assistance.

SCENARIO #15

You have contracted with a local service agency to provide interpreting services for 3 clients at the clinic of the county hospital. Your agreement is for 3 hours of work. When you arrive, the deaf clients are told by the admissions clerk that they are on the list to see the doctor but the first person will have at least a 2 hour wait; the others even longer. At the end of your assigned time there is still one more deaf patient waiting to see the doctor.

SCENARIO #16

Your assignment is to interpret a real estate exam. During the written test a hearing student calls the instructor over to get clarification on a question. Their conversation is overheard by others who noticeably turn their heads to listen. Clearly, some useful information is heard.

SCENARIO #17

You are called to the hospital to interpret for a child molestation case. The victim is a 9 year old deaf girl. During the examination, you become ill because of the physical damage done to the child and you excuse yourself. While waiting out in the hall, the little girl's mother becomes distraught and confides in you that the girl's father is responsible for the abuse. However, she refuses to turn him in and begs you not to tell for fear that he will hurt her.

SCENARIO #18

You take your friend, who is deaf, to receive urgent psychiatric care. Because of your involvement you decline to serve as interpreter. The interpreter called in has difficulty understanding your friend and is not able to communicate with them adequately.

SCENARIO #19

You are on call as an emergency room interpreter. You are called in to interpret for a rape victim. During questioning, the patient tells the doctor she does not know her name, where she lives, etc. However, when the doctor leaves the room the patient begins talking to you very coherently--revealing her name and other information. She is then given medication for treatment and sent home.

This same scene occurs several times over the next few weeks. Each time the patient is seen by a different intern and tells the same story. Each time she is given drugs and sent home. You are increasingly frustrated by this situation because you know the patient is simply coming in to get drugs.

SCENARIO #20

You are interpreting in a job interview setting. The client is a deaf man applying for a truck driving position with a chemical handling company. The interviewer stresses safety factors involved in the job as it requires the transporting of toxic chemicals and waste materials. The deaf client portrays himself as a safe, dependable driver, and the interviewer hires him. You know for a fact that the man is an alcoholic. Before the interview he relayed to you that he had been stopped several times for driving while intoxicated, but never ticketed because of his deafness.

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

ETHICS TEST

Respond to the following interpreting situations in the space provided:

1. You interpret at the public housing agency for a deaf applicant's eligibility interview. When you arrive, an agency representative asks the applicant to complete an income statement form. The representative explains that the statement will be used to determine the amount of financial assistance for which the applicant will be eligible.

After looking at the form, the applicant tells the representative that they do not understand the questions. The representative asks you to explain the questions and assist the applicant in completing the form. He then leaves the room.

While completing the form, the applicant tells you that they are receiving $400.00 each month for child support. The applicant tells you not to document the child support income because it will reduce their eligibility status.

2. You receive a call to platform interpret for a cochlear implant lecture at a medical conference. You took an introductory course in deafness last semester, so you have some familiarity with the topic. You have done some platform interpreting, mostly in your church. You currently hold a TCD-Level II.

Ethics Test, page 2

3. Your assignment is to interpret for a new employee's first day on the job. You arrive before the deaf employee and go to wait in the supervisor's office, the designated meeting place. Before the employee arrives, the supervisor comes out of his office somewhat rattled, claiming he has to go to an emergency meeting. In his haste he asks you to have the employee fill out paperwork, including the Waiver of Liability. Then, you are to take the employee to the work station and ask the machinist there to show them the ropes.

4. You are interpreting at a staff meeting (approximately 30 people) for a large manufacturing company where several deaf employees are in attendance. The issue is pay reduction and within 10 minutes the discussion becomes fast and heated. It is impossible to interpret all that is happening.

5. You interpret a court-ordered psychological exam. Several weeks later the grand jury subpoenas you for a deposition to tell what happened during the psychological exam.

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

PEER CRITIQUE FORM

Rate your peers' voice-to-sign performance by circling the appropriate rating factor. If you do not think that your observation of a specific point was adequate, assign a rating of X.

1 = least appropriate 5 = most appropriate

A.	Attire	X	1	2	3	4	5
B.	Composure	X	1	2	3	4	5
C.	Posture	X	1	2	3	4	5
D.	Facial Expression	X	1	2	3	4	5
E.	Body Expression	X	1	2	3	4	5
F.	Lip Movement	X	1	2	3	4	5
G.	Clarity of Fingerspelling	X	1	2	3	4	5
H.	Fluency	X	1	2	3	4	5
I.	Choice of Sign Vocabulary	X	1	2	3	4	5
J.	Spatialization	X	1	2	3	4	5
K.	Conceptualization	X	1	2	3	4	5
L.	Overall Performance	X	1	2	3	4	5

Rating Comments: For any rating below a 3, briefly comment and provide at least one constructive suggestion for development.

Overall Comments:

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

JUNE 1988

Please circle the number which most closely reflects your opinion:

1 = Strongly Disagree; 2 = Slightly Disagree; 3 = No Opinion

4 = Slightly Agree 5 = Strongly Agree.

*****

This Seminar . . .	
... included adequate audience participation.	1 2 3 4 5
... gave new information I feel will benefit me.	1 2 3 4 5
... was presented in an interesting manner on a level I could easily understand.	1 2 3 4 5
... provided opportunity to ask questions.	1 2 3 4 5
... was too long -- time should be shortened.	1 2 3 4 5
... allowed breaks and/or movement so I did not tire from too much sitting.	1 2 3 4 5

****

The Facilities . . .	
... allowed good visibility.	1 2 3 4 5
... had adequate lighting.	1 2 3 4 5
... provided comfortable seating.	1 2 3 4 5

*****

The Trainers . . .	
... were knowledgeable of the subject area and were able to convey information clearly.	1 2 3 4 5
... should be used again for this or other seminars.	1 2 3 4 5
... helped participants feel comfortable.	1 2 3 4 5

*****

Intensive Interpreter Training Seminar Evaluation, page 2

Miscellaneous...

...	hotel arrangements were satisfactory and met required expectations.	1 2 3 4 5
...	travel arrangements were satisfactory and met required expectations.	1 2 3 4 5
...	the evaluation scheduling and testing was planned and executed in an effective manner.	1 2 3 4 5

*****

Please state your comments, applauds or concerns regarding any of the above categories.

_____

_____

_____

_____

Please list any training opportunities you would like to see offered in the future.

_____

_____

_____

_____

Notes on the Tennessee Self-Concept Scale

The Tennessee Self Concept Scale (TSCS) consists of 100 self-descriptive items by means of which an individual portrays what he or she is, does, likes, and feels. The scale is intended to summarize an individual's feeling of self-worth, the degree to which the self-image is realistic, and whether or not that self-image is a deviant one. As well as providing an overall assessment of self-esteem, the TSCS measures five external aspects of self-concept (moral-ethical, social, personal, physical, and family) and three internal aspects (identity, behavior, and self-satisfaction).

This scale is useful as a focal point in initiating decisions about a person's self-concept.

Discussion and Meaning of Scales

A. Self-Criticism Scale

- 10 items, all mildly derogatory statements that most people admit as true for them
- denial of statements indicates defensiveness and a desire to show favorable aspects of themselves
- high scores
- low scores

B. Positive Scores

- 3 messages:

1. this is what I am
2. this is how I feel about myself
3. this is what I do

An internal frame of reference within which the person describes themself.

1. Total P Score - most important single score; this reflects overall level of self-esteem

2. Row 1 - Identity - What I am

3. Row 2 - Self-Satisfaction - how the person feels about the self he perceives

4. Row 3 - Behavior - what I do

5. Column A - Physical Self

6. Column B - Moral/Ethical Self

7. Column C - Personal Self

8. Column D - Family Self

9. Column E - Social Self

C. Variability Scores - variability or inconsistency in areas of self-perception

- high scores

- low scores

1. Total V

D. Distribution Score

A summary of distribution of answers across the 5 choices in answering the items of the scales.

Your Summary of your Self-Concept

PERSONAL ASSESSMENT WORKSHOP

by

Ursula Palmer

Information taken from Personal Risk by Ellen Y. Siegelman, Harper & Row, Publishers, 1983.

Self-Assessment Exercise 1: How Do You Make Risky Decisions?

Although people rarely are completely consistent in their decision-making styles, most of us can detect some regularity in the way we make *important* decisions. Think of the important life decisions you have made (e.g., marriage, divorce, major moves, career changes), and then answer the following questions. You may not be able to answer some with complete confidence, but give the answers that come closest to what you believe. This is *not* a test; it is just a device to help you understand your own decision-making behavior. For each dimension, choose the one response out of three that best describes how you usually respond in making a big decision.

DIMENSION	ITEMS
I. Attitude toward change	____(1) I prefer security to novelty. ____(2) I value security and novelty about equally. ____(3) I prefer novelty to security.
II. Search strategy	____(1) I make a quick overall survey of possibilities, hoping that something will hit me. ____(2) I keep producing and then going over my possible choices. ____(3) I think of a number of alternatives but stop after reasonable search.
III. Attention to feelings	____(1) I decide among alternatives not only by reasoning but by taking my feelings into account. ____(2) I make major decisions almost exclusively on the basis of my feelings. ____(3) I mistrust my feelings as a basis for a major decision; I try to use reason almost entirely.
IV. Decision rule	____(1) I believe there is one right decision, and it's my job to dig it out.

STYLES OF MAKING RISKY DECISIONS

____(2) I believe there is no one right decision; I just need to find one that is good enough.

____(3) I believe in choosing the first decision that really grabs me.

V. Sense of consequence

____(1) I don't try to predict consequences of my decision because I just expect things will work out okay.

____(2) I do think about consequences, tending to focus on the bad things that might happen.

____(3) I try to think of both the good and bad consequences of my decision.

VI. Predecision emotions

____(1) In thinking about taking a risky step I feel mostly anxiety.

____(2) In thinking about taking a risky step, I feel a mixture of anxiety and excitement.

____(3) In thinking about taking a risky step, I feel mostly excitement.

VII. Time expended in decision-making process

____(1) I usually make decisions—even big ones—quickly.

____(2) I usually take a fairly long time to make big decisions.

____(3) I usually take a very long time to make big decisions.

VIII. Attitude toward new information

____(1) I will consider new information even after I've arrived at a probable decision.

____(2) I'm not interested in getting new information after I've made a probable decision.

	____(3) I feel compelled either to seek out new information or to shut it out after I've made a probable decision.
IX. Postdecision strategy	____(1) Once I've made a decision, I usually don't think about it before launching into action.
	____(2) Once I've made a decision, I often experience serious doubts and may change my mind.
	____(3) Once I've made a decision, I usually rally behind it after rechecking.
X. Evaluating the outcome of a risky decision	____(1) After I have acted on the decision, I tend to worry or regret that I didn't do something else
	____(2) After I have acted on the decision, I tend to put it out of my mind.
	____(3) After I have acted on the decision, I tend to think about what I have learned from it.

Scoring the Risky Decision Exercise

Table 3 (see pages 56–57) contains a rearrangement of the items from the risky decision exercise you have just completed. The table has two purposes.

First, if you read down the columns of the table, you will get a quick idea of the three basic risk-taking styles to be discussed in the rest of this chapter. I call these styles the anxious (Style A), the balanced (Style B), and the careless (Style C).

Anxious risk takers make big decisions with great effort, indecision, and fear of making mistakes. They take a great deal of time and tend to ruminate and worry about the outcome. Balanced risk takers make big decisions fairly slowly and are more concerned with reasonably good outcomes than with fear of failure or the need to make a perfect decision. They tend to plan and to review but without worrying a great deal. Careless risk takers make big decisions quickly, with little experience of mixed feelings; they may feel inappropriately optimistic, and they tend to spend little time in introspection

or evaluation. Very few people are all A, all B, or all C. Most of us are mixtures, with a primary weighting on Style B.

To get a picture of your own style in making risky decisions, you can use the table to score your responses to the exercise. The number of each exercise response item is given in parentheses. Reading across for each dimension, simply circle the number that corresponds to your response. For example, if you checked response (2) under Dimension II, Search strategy ("I keep producing and then going over my possible choices"), you would circle that response in the Style A column of the table.

When you have finished circling the responses for all ten dimensions, tally the total numbers of A responses, B responses, and C responses. This will give you an idea of the relative balance of the three styles within your personality. You can then compare your pattern with that of others who have taken this questionnaire in workshops on risk and change (described in the next section, "What Your Response Pattern Means").

It might also be interesting to have someone who knows you very well also rate you on the exercise items to see how your self-assessment meshes with someone else's perception of your decision-making style.

What Your Response Pattern Means

Now that you have some idea of your pattern of responses to the risky decision exercise, you may still be wondering what that pattern means. There are two ways of making your response pattern more intelligible. One is to compare yourself with others who have taken the same exercise. In my sample of 294 people in career change and risk workshops, the average number of Style A responses was 6.7; the average number of B responses was 2.3; and the average number of C responses was 1.0. Although a few individuals responded as balanced risk takers in all ten dimensions, most people showed a mixture. Since these workshop participants tended to be fairly cautious people, many of them schoolteachers, there were more A than C responses, as we would expect.

The goal is to be as balanced in your decision making and risk taking as possible, without expecting perfection. By being aware of the ways in which you are more like an A or more like a C you can sometimes work to reduce these tendencies a little. This is hard, because our style is so deeply a part of ourselves. But sometimes we can learn to allow or correct for it. A highly worrisome person can learn to tell herself, "Hey wait a minute... I'm trying to make the perfect decision again, and that's not possible." A very impulsive person may be able to say to himself, "It's not my style, but I guess I should take a while to let this decision sit before I act on it." I will point out further examples of allowing for or correcting for style as we go along.

A second way to understand your style is to see how it might look in relation to the extremes, as these are illustrated in the examples on pages 58–61.

Table 3 ***STYLES OF MAKING RISKY DECISIONS***

DIMENSION	STYLE A (THE ANXIOUS RISK TAKER)	STYLE B (THE BALANCED RISK TAKER)	STYLE C (THE CARELESS RISK TAKER)
I. Attitude toward change	Prefers security to novelty (1)	Values security and novelty about equally (2)	Prefers novelty to security (3)
II. Search strategy	Keeps producing and then going over possible choices (2)	Thinks of a number of alternatives but stops after reasonable search (3)	Makes a quick overall survey of possibilities, hoping something will hit him/her (1)
III. Attention to feelings	Mistrusts feelings as basis for making major decision; tries to use reason almost entirely (3)	Decides among alternatives not only by reasoning but by taking feelings into account (1)	Makes major decisions almost exclusively on the basis of feelings (2)
IV. Decision rule	Believes there is one right decision and it's his/her job to dig it out (1)	Believes there is no one right decision; just needs to find one that is good enough (2)	Believes in choosing the first decision that really grabs him/her (3)
V. Sense of consequence	Thinks about consequences, tending to focus on the bad things that might happen (2)	Tries to think of both the good and bad consequences of the decision (3)	Doesn't try to predict consequences because expects things will work out okay (1)
VI. Predecision emotions	Feels mostly anxiety (1)	Feels mixture of anxiety and excitement (2)	Feels mostly excitement (3)

VII. Time expended in decision-making process	Takes very long time to make big decisions (3)	Takes fairly long time to make big decisions (2)	Makes even big decisions quickly (1)
VIII. Attitude toward new information	Feels compelled either to seek out new information or to shut it out after making probable decision (3)	Will consider new information even after arriving at probable decision (1)	Is not interested in getting new information after making probable decision (2)
IX. Postdecision strategy	Having made decision, often experiences serious doubts and may change his/her mind (2)	Having made decision, usually rallies behind it after rechecking (3)	Having made decision, usually doesn't think about it before launching into action (1)
X. Evaluating the outcome of a risky decision	After acting on the decision, tends to worry or regret not doing something else (1)	After acting on the decision, tends to think about what has been learned from it (3)	After acting on the decision, tends to put it out of his/her mind (2)
	Total number of A responses ____	Total number of B responses ____	Total number of C responses ____

Numbers in parentheses refer to item numbers on Self-Assessment Exercise 1.

Self-Assessment Exercise 2: Response to Risk

Take a few minutes to think about a situation in your life in which you chose to face a major challenge—to do something that seemed both important and risky. Then answer the following in some detail:

1. What was the situation—the nature of the risk or challenge?
2. What did you feel you stood to gain or lose?
3. How did you feel at the time you undertook the risk?
4. How did you go about dealing with the situation? (Answer as specifically as possible.)
5. What was the outcome?
6. What feelings did you have about yourself as a result of how you dealt with the risk?

Self-Assessment Exercise 3: Fantasy Risk

Think of an important risk that you would like to take soon—something that is within your control but that you are afraid to initiate.

1. Describe in some detail what the risk is.
2. What appeals to you about taking this risk? What would you gain from it—objectively and psychologically?
3. What's frightening about the risk? What holds you back from taking it, and what do you stand to lose?
4. What's the worst thing that could happen if you took the chance and it turned out badly?
5. If the worst thing happened, then what could you do?
6. If you need information to pursue this risk, where could you go for it?
7. From whom could you get support?
8. What could you do to make this risk less risky? What kinds of measures could you build in to make it
   a. less urgent?
   b. less irreversible?
   c. less overwhelming?
9. What aspect of your own style of making risky decisions (the ones you learned about in Exercise 1) do you need to allow or correct for in taking this risk?
10. Suppose you were to break this risk into small steps:
    a. What would the first step be? How soon could you take it?
    b. What would the second step be? How soon could you take it?
11. Sometimes you can help commit yourself to a course of action if you tell someone about your plan. What person can you tell about this fantasy to make it more real?

PERSONAL ASSESSMENT WORKSHOP

by

Ursula Palmer

Maslach, Christina. Burnout-The Cost of Caring. New Jersey: Prentice-Hall, 1982.

Deep Muscle Relaxation Drill

1. Find as quiet an environment as possible. Lie on your back in a comfortable position or sit comfortably. Close your eyes.

2. For right-handed people, begin by physically tensing the right hand for an instant, then relax and let it go loose. Tell it to be heavy and warm. Continue with the rest of the right side of the body, moving up to forearm, upper arm, shoulder, then down to the foot, lower leg, and upper leg. Next, follow the same procedure on the left side of the body. (If you are left-handed, begin the procedure with the left hand and continue.) The hands, arms, and legs are now relaxed, heavy, and warm. Wait for these feelings. (After mastering the technique, you will not need to tense the muscles before relaxing them.)

3. Next, relax the muscles of the hips and let a wave of relaxation pass up from the abdomen to the chest. Do not tense these muscles. Tell them to be heavy and warm. Your breathing will come more from the diaphragm and will be slower. Wait for this breathing change.

4. Now let the wave of relaxation continue into the shoulders, neck, jaw, and the muscles of the face. Pay special attention to the muscles controlling the eyes and forehead. Finish the drill by telling your forehead to feel cool.

Practice this drill twice daily; fifteen to twenty minutes is ideal (but even three minutes is better than nothing when circumstances do not permit a longer session). Practice before meals or no sooner than one hour after meals. You can also practice before an anticipated stress experience but no more frequently than four times a day.

With practice you will learn to attain deep muscle relaxation—the feeling of heavy, warm, inert muscles and a cool forehead—in as short a time as two minutes. An Instant Relaxation Drill, to be described later, is designed for use before and during stressful periods in the course of your normal activities when longer relaxation periods are clearly not practical.

If you are not sure whether or not you are relaxed, ask another person to raise your arm or leg about six inches and then let go. If it drops as a dead weight, your muscles are relaxed. Jerky resistance indicates that muscle tension is still present. The benefits of deep muscle relaxation are many: lowered pulse rate and blood pressure, lowered breathing rate, decreased bodily oxygen consumption, and a general feeling of calmness and tranquility.

✓ Imagery Drill for Mental Relaxation.

1. Bring yourself as deeply into the Deep Muscle/Mental Relaxation Drill as possible. Assuming that intrusive or racing thoughts remain a problem, read on.

2. Use the following two methods of "thought stopping":

a. When a thought returns too frequently or persists, say "no" out loud. If it returns, say "no" again. Use this self-command repeatedly over a five- to ten-minute period, while remaining in the deep muscle relaxation and mental relaxation states.

b. If the verbal commands to stop seem to decrease the frequency of the recurrent intrusions, then change to a silent "no" when an unwanted, recurrent, or persistent thought prevents your entry into complete mind clearing. When a further reduction in active thinking occurs, you are ready to continue.

3. Imagine a pleasant scene, such as a mountain lake, a calm ocean, a blue sky with drifting white clouds. Focus on this scene to replace the previous intrusive, racing thoughts.

4. When this succeeds, let the pleasant scene fade and enter the final stages of the drill.

5. Let a gray or black "nothingness" be the image before your closed eyes. Ignore any visual detail.

6. Finally, let blue colors drift in, often as patches. When they come, hold on to the particular feeling that lets the blue colors in. When you are at this point, you have usually reached zero muscle tension and complete mental relaxation.

✓ Mental Relaxation Drill

After entering a state of deep muscle relaxation, you are ready to begin the mind-clearing process that deepens the relaxation state. Your eyes are closed and your forehead is cool.

1. Enter a passive state; let thoughts flow through your head.

2. If thoughts recur, respond by saying "no" under your breath.

3. Imagine a calm blue sky or sea or any blue area or object without detail (with your eyes closed). Try to see the color blue (which has been found to be a particularly relaxing color).

4. Become aware of your slow, natural breathing. Follow each breath as you inhale and exhale.

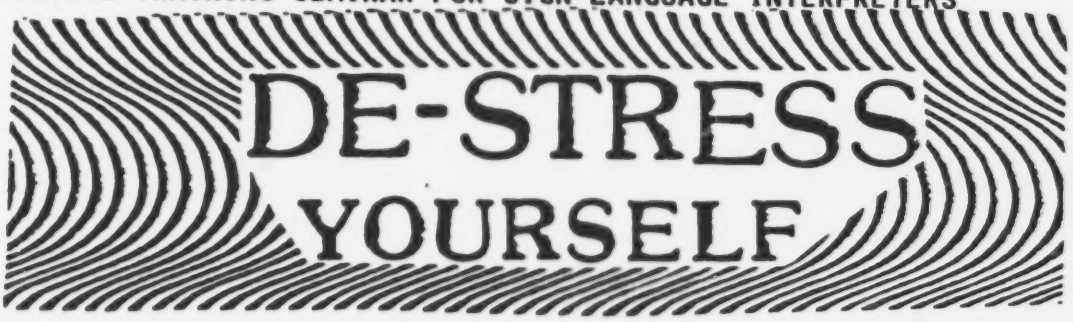
5. If you still do not feel calm and restful, you may find it helpful to use a repeated, soothing word (such as love or God) or less symbolic word (such as *now* or *breath*). If you find that using a word distracts you, try using a sound (such as "ah"). Think of the word or sound silently, preferably during exhalation. Always remind yourself to keep the muscles of the face, eyes, and forehead loose, and to keep your forehead cool.

✓ Instant Relaxation Drill

1. Sit comfortably. (You can also learn to do this while standing, waiting in line, or just prior to an anticipated stressful event.)

2. Draw in a deep breath and hold it for five seconds (count to five slowly), exhale slowly and tell all your muscles to relax. Repeat this two or three times to become more completely relaxed.

3. If circumstances permit, imagine a pleasant thought ("I am learning how to relax") or a pleasant scene (a calm ocean, a mountain stream, etc.).



STRESS: THE 20TH CENTURY DIS-EASE

1 million heart attacks per year
300,000 embolisms
650,000 cancer
60,000 hypertension

STRESS CAN KILL!

"The period of 1900 until present stands apart from every other period in human history as a time of incredible change. Management consultant Peter F. Drucker (1968) has called it the Age of Discontinuity. Economist John Kenneth Galbraith (1977) has called it The Age of Uncertainty. Media theorist Marshall MacLuhon (1964, 1968) has called it the Age of the Global Village. Alvin Toffler (1975) called it the Age of Future Shock...Our surroundings and our life processes are changing within the span of a single generation...I call it the Age of Anxiety."

--Karl Albrecht
Stress and the Manager

This information was compiled by David Amidon, in the Spring of 1988, when doing a seminar on stress.

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

HOW CLOSE TO THE EDGE ARE YOU?

At the University of Washington Medical School in Seattle, Drs. Thomas H. Holmes and Richard H. Rahe devised a "Social Readjustment Rating Scale" test, which lists forty-two common life changes in the order in which they found them to be important as precursors of illness. Oddly enought, an outstanding personal achievement can often lead to disease. When Astronaut Edwin "Buzz" Aldrin Jr., the second man on the moon, returned to earth he committed himself to a psychiatric hospital. He said "None of us knew how to handle it."

The test is widely used now, especially in the armed forces, to determine how susceptible you are to disease. If you have a score of less than 150 within a period of a year you have only a 37 percent chance of getting sick within the next two years. Should your score be between 150 and 300, your chances of an illness increase to 51 percent. But if you score over 300, you are in serious danger, for the odds are 80 percent that you will have sickness within the next two years.

Dr. Holmes, a man with a dry sense of humor, says; "If you have more than 300 life-change units and get sick, the probability is you will have cancer, a heart attack or manic-depressive psychosis rather than warts and menstrual irregularities." On the other hand, he adds, "There are worse things in this life than illness. It is worse to go on in an intolerable, dull or demeaning situation."

Life, as we know, represents growth and change. Change causes stress. You can help yourself by keeping things in perspective and realizing just what sort of stress you are under. That will help you live longer, happier and healthier.

HOLMES-RAHE STRESS TEST

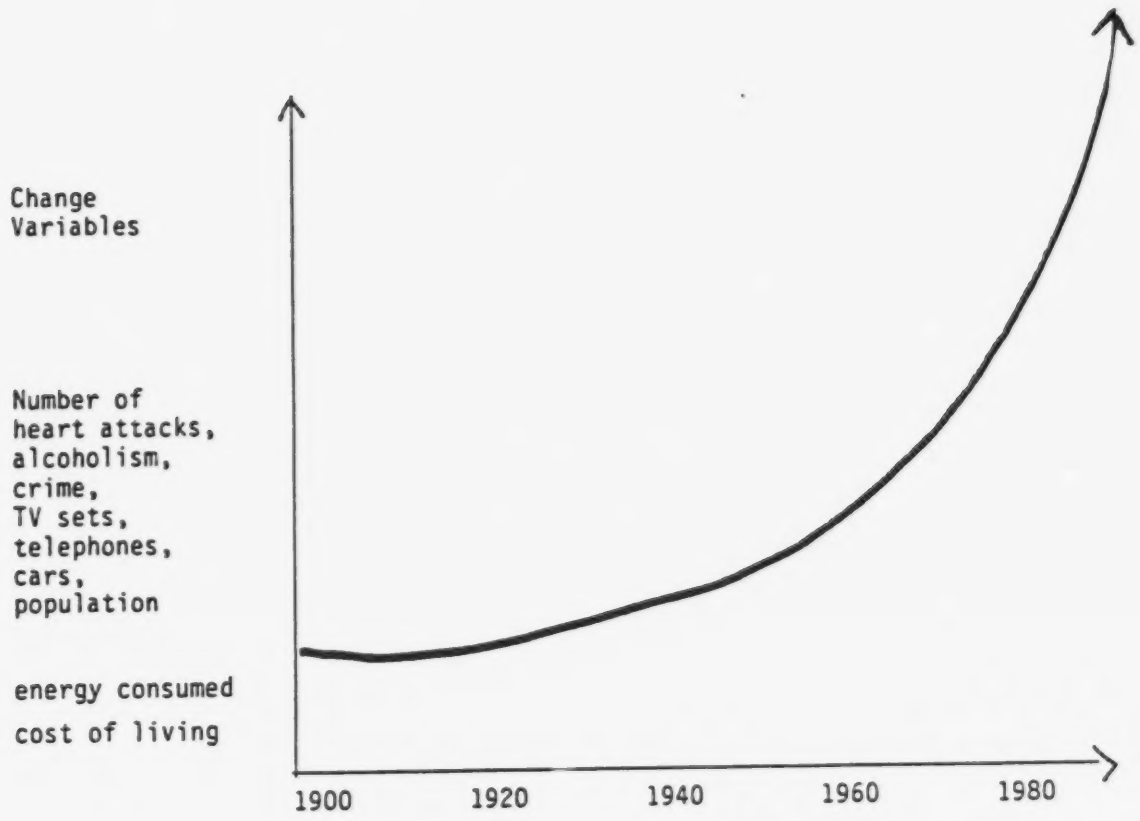
1. Death of spouse	100	22. Son or daughter leaving home	29
2. Divorce	73	23. Trouble with in-laws	29
3. Marital separation	65	24. Outstanding personal achievement	28
4. Jail term	63	25. Spouse begins or starts work	26
5. Death of close family member	63	26. Starting or finishing school	26
6. Personal injury or illness	53	27. Change in living conditions	25
7. Marriage	50	28. Revision of personal habits	24
8. Fired from work	47	29. Trouble with boss	23
9. Marital reconciliation	45	30. Change in work hours, conditions	20
10. Retirement	45	31. Change in residence	20
11. Change in family member's health	44	32. Change in schools	20
12. Pregnancy	40	33. Change in recreational habits	19
13. Sex difficulites	39	34. Change in church activities	19
14. Addition to family	39	35. Change in social activities	18
15. Business readjustment	39	36. Morgage or loan under $10,000	18
16. Change in financial status	38	37. Change in sleeping habits	16
17. Death of close friend	37	38. Change in number of family gatherings	15
18. Change in number of marital arguments	35	39. Change in eating habits	15
19. Mortgage or loan over $10,000	31	40. Vacation	13
20. Foreclosure of mortgage or loan	30	41. Christmas season	12
21. Change in work responsibilities	29	42. Minor violation of the law	11
		TOTAL	

INTENSIVE TRAINING SEMINAR FOR SIGN LANGUAGE INTERPRETERS

COORDINATING BOARD

PROJECT #88104021

mptoms	Techniques: Progressive Relaxation	Breathing	Meditation	Imagination	Self Hypnosis	Autoge	Thought Stopping	Refuting Irrational Ideas	Coping Skills Training	Assertiveness Training	Time Management	Biofeedback	Nutrition	Exercise
Anxiety in specific situations (tests, deadlines, interviews, etc.)	X	X	x	x	x		X	x	X		x			
Anxiety in your personal relationships (spouse, parents, children, etc.)	X	X			x					X				
Anxiety, general (regardless of the situation or the people involved)	X	X	X	x		x	x	X	x			X		x
Depression, hopelessness, powerlessness, poor self esteem	x	x	X				x	X		X			x	x
Hostility, anger, irritability, resentment		X	x			x		X				x	x	x
Phobias, fears	X						X		X			x		
Obsessions, unwanted thoughts		x	X				X							
Muscular tension	X	X		x	x	X						X		X
High blood pressure	X		x			X						X	X	x
Headaches, neckaches, backaches	X			X	X	x						X	x	x
Indigestion, irritable bowel, ulcers, chronic constipation	X				X	X						x	X	x
Muscle spasms, tics, tremors	X			x	x							X		x
Fatigue, tired all the time	x	X			X	x					X		x	x
Insomnia, sleeping difficulties	X				x	x	X					x	x	x
Obesity													X	X
Physical Weakness														X


Change
Variables
Number of
heart attacks,
alcoholism,
crime,
TV sets,
telephones,
cars,
population
energy consumed
cost of living
1900
1920
1940
1960
1980

EARLY WARNING SIGNS

Physical

hyperventilation
chronic fatigue
heartburn
nausea

Behavior

smoking
overeating
drinking excessively
drug abuse and alcohol abuse

Psychological

defiance/anger/impatience
depression
defensiveness
disorganization
dependency

POPULAR FORMS OF ESCAPE FROM STRESS

1. DRINKING LIQUOR
2. FREQUENT HEAVY EATING, ESPECIALLY SWEET FOODS
3. SMOKING
4. DRINKING COFFEE, COLAS, OTHER HIGH CAFFEINE DRINKS
5. USING MARIJUANA, DRUGS OR MIND ALTERING PILLS
6. PRESCRIPTION DRUGS SUCH AS TRANQUILIZERS AND PAIN PILLS
7. SLEEPING PILLS
8. PSYCHOLOGICAL WITHDRAWAL, CONTROL, DEPRESSION, SELF-DESTRUCTIVE BEHAVIOR (ANTISOCIAL, VIOLENT CRIME)
9. DISPLACED ANXIETY AND ANGER

PRESSURE -- The situation

STRESS -- The reaction within the person (physiological, physical, feelings)

Stress is a natural part of human functioning

BURNOUT -- Exhaustion (Physical, Psychological or Emotional) coupled with a negative shift in response to self, others.

STRESS: THE 20TH CENTURY DIS-EASE

1 million heart attacks per year
300,000 embolisms
650,000 cancer
60,000 hypertension

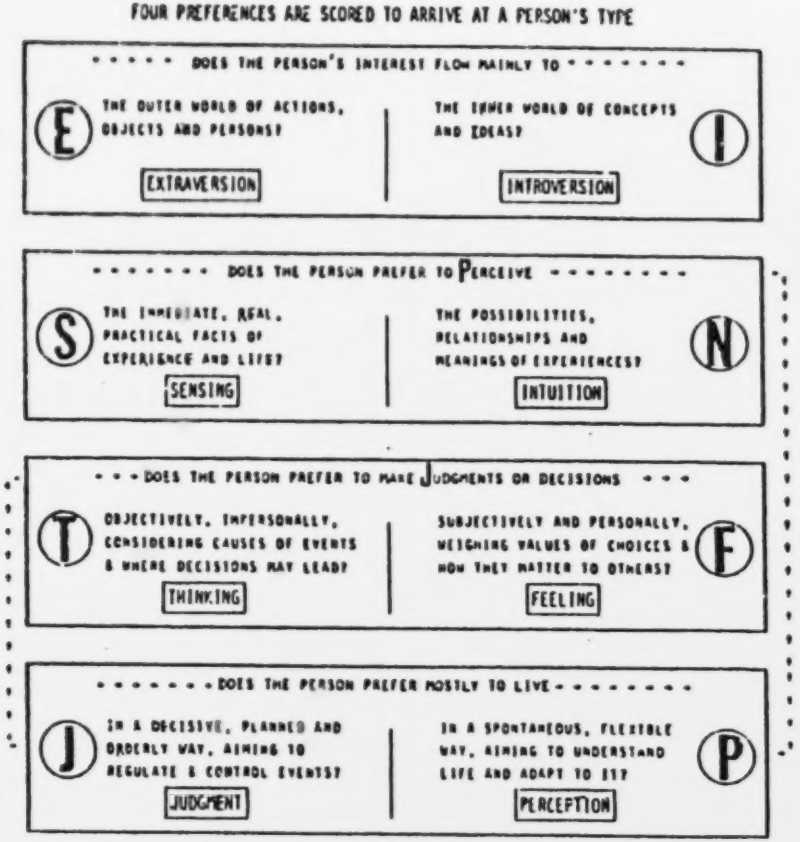
STRESS CAN KILL!

"The period of 1900 until present stands apart from every other period in human history as a time of incredible change. Management consultant Peter F. Drucker (1968) has called it the Age of Discontinuity. Economist John Kenneth Galbraith (1977) has called it The Age of Uncertainty. Media theorist Marshall MacLuhon (1964, 1968) has called it the Age of the Global Village. Alvin Toffler (1975) called it the Age of Future Shock...Our surroundings and our life processes are changing within the span of a single generation...I call it the Age of Anxiety."

--Karl Albrecht
Stress and the Manager

The sixteen types

The MBTI has four scales corresponding to the four dimensions of type theory, as shown in the figure.


FOUR PREFERENCES ARE SCORED TO ARRIVE AT A PERSON'S TYPE
DOES THE PERSON'S INTEREST FLOW MAINLY TO
E
THE OUTER WORLD OF ACTIONS, OBJECTS AND PERSONS?
EXTRAVERSION
THE INNER WORLD OF CONCEPTS AND IDEAS?
INTROVERSION
I
DOES THE PERSON PREFER TO PERCEIVE
S
THE IMMEDIATE, REAL, PRACTICAL FACTS OF EXPERIENCE AND LIFE?
SENSING
THE POSSIBILITIES, RELATIONSHIPS AND MEANINGS OF EXPERIENCES?
INTUITION
N
DOES THE PERSON PREFER TO MAKE JUDGMENTS OR DECISIONS
T
OBJECTIVELY, IMPERSONALLY, CONSIDERING CAUSES OF EVENTS & WHERE DECISIONS MAY LEAD?
THINKING
SUBJECTIVELY AND PERSONALLY, WEIGHING VALUES OF CHOICES & HOW THEY MATTER TO OTHERS?
FEELING
F
DOES THE PERSON PREFER MOSTLY TO LIVE
J
IN A DECISIVE, PLANNED AND ORDERLY WAY, AIMING TO REGULATE & CONTROL EVENTS?
JUDGMENT
IN A SPONTANEOUS, FLEXIBLE WAY, AIMING TO UNDERSTAND LIFE AND ADAPT TO IT?
PERCEPTION
P

The MBTI uses a shorthand designation for the eight characteristics: E for extraversion, I for introversion, etc. as in the figure. Note that N

Brief Descriptions of the Sixteen Types

ENTJ

Intuitive, innovative ORGANIZER; aggressive, analytic, systematic, more tuned to new ideas and possibilities than to people's feelings.

ESTJ

Fact-minded, practical ORGANIZER; aggressive, analytic, systematic; more interested in getting the job done than in people's feelings.

INTP

Inquisitive ANALYZER; reflective, independent, curious; more interested in organizing ideas than situations or people.

ISTP

Practical ANALYZER; values exactness, more interested in organizing data than situations or people; reflective, a cool and curious observer of life.

ESTP

REALISTIC ADAPTER in the world of material things; good natured, tolerant, easy going, oriented to practical, first hand experience; highly observant of details of things.

ESFP

REALISTIC ADAPTER in human relationships; friendly and easy with people, highly observant of their feelings and needs; oriented to practical, first hand experience.

ISTJ

Analytical MANAGER OF FACTS AND DETAILS; dependable, decisive, painstaking and systematic; concerned with systems and organization, stable and conservative.

ISFJ

Sympathetic MANAGER OF FACTS AND DETAILS; concerned with peoples' welfare; dependable, painstaking and systematic, stable and conservative.

ISFP

Observant, loyal HELPER; reflective, realistic, empathic, patient with details, gentle and retiring, shuns disagreements, enjoys the moment.

INFP

Imaginative, independent HELPER; reflective, inquisitive, empathic, loyal to ideals; more interested in possibilities than practicalities.

ESFJ

Practical HARMONIZER and worker-with-people, sociable, orderly, opinionned, conscientious, realistic and well tuned to the here and now.

ENFJ

Imaginative HARMONIZER and worker-with-people, sociable, expressive, orderly, opinioned, conscientious, curious about new ideas and possibilities.

INFJ

People-oriented INNOVATOR of ideas; serious, quietly forceful and persevering, concerned with the common good, with helping others develop.

INTJ

Logical, critical, decisive INNOVATOR of ideas; serious, intent, highly independent, concerned with organization, determined and often stubborn.

ENFP

Warmly enthusiastic PLANNER OF CHANGE; imaginative, individualistic; pursues inspiration with impulsive energy; seeks to understand and inspire others.

ENTP

Inventive, analytical PLANNER OF CHANGE; enthusiastic and independent; pursues inspiration with impulsive energy; seeks to understand and inspire others.

TYPE TABLE

	SENSING TYPES WITH THINKING	SENSING TYPES WITH FEELING	INTUITIVES WITH FEELING	INTUITIVES WITH THINKING	
INTROVERTS JUDGING	ISTJ Introverted Sensing with thinking	ISFJ Introverted Sensing with feeling	INFJ Introverted Intuition with feeling	INTJ Introverted Intuition with thinking	JUDGING INTROVERTS
INTROVERTS PERCEPTIVE	ISTP Introverted Thinking with sensing	ISFP Introverted Feeling with sensing	INFP Introverted Feeling with intuition	INTP Introverted Thinking with intuition	PERCEPTIVE INTROVERTS
EXTRAVERTS PERCEPTIVE	ESTP Extraverted Sensing with thinking	ESFP Extraverted Sensing with feeling	ENFP Extraverted Intuition with feeling	ENTP Extraverted Intuition with thinking	PERCEPTIVE EXTRAVERTS
EXTRAVERTS JUDGING	ESTJ Extraverted Thinking with sensing	ESFJ Extraverted Feeling with sensing	ENFJ Extraverted Feeling with intuition	ENTJ Extraverted Thinking with intuition	JUDGING EXTRAVERTS

Words to Help Understanding of Type Concepts

Sensing Perception: When using my sensing I am...

Perceiving with the five senses
Attending to practical and factual details
In touch with the physical realities
Attending to the present moment
Confining attention to what is said and done
Seeing "little things" in everyday life
Attending to step-by-step experience
Letting "the eyes tell the mind"

Intuitive Perception: When using my Intuition I am...

Perceiving with memory and associations
Seeing patterns and meanings
Seeing possibilities
Projecting possibilities for the future
Imagining: "reading between the lines"
Looking for the big picture
Having hunches; "ideas out of nowhere"
Letting "the mind tell the eyes"

Thinking Judgment: When reasoning with thinking, I am...

Using logical analysis
Using objective and impersonal criteria
Drawing cause and effect relationships
Being firm-minded
Prizing logical order
Being skeptical

Feeling Judgment; When reasoning with feeling, I am...

Applying personal priorities
Weighing human values and motives, my own and others
Appreciating
Valuing warmth in relationships
Prizing harmony
Trusting

Extraversion: When extraverting, I am...

Oriented to the outer world
Focusing on people and things
Active
Using trial and error with confidence
Scanning the environment for stimulation

Introversion: When introverting, I am...

Oriented to the inner world
Focusing on ideas, concepts, inner impressions
Reflective
Considering deeply before acting
Probing inwardly for stimulation

Judgment: When I take a judging attitude, I am...

Using thinking or feeling judgment outwardly
Deciding and planning
Organizing and scheduling
Controlling and regulating
Goal oriented
Wanting closure, even when data are incomplete

Perception: When I take a perceiving attitude, I am...

Using sensing or intuitive perception outwardly
Taking in information
Adapting and changing
Curious and interested
Open-minded
Resisting closure to obtain more data

Dominant Process

Favorite among S, N, T or F
Governing force
Unifies one's life
Best developed and most used process
"The ship's captain"

Auxiliary Process

Second favorite among S, N, T or F
A perceptive (S or N) process if the dominant is judgment (T or F)
A judging (T or F) process if the dominant is perception (S or N)
Used in the outer world if the dominant is introverted
Used in the inner world if the dominant is extraverted
"The ship's first mate"

Inferior Process (Sometimes called the shadow)

The opposite of the dominant (as S is opposite N, T is opposite F)
The least developed process
Our relatively childish and primitive perception or judgment
An escape from the conscious personality
Is in charge when "You don't act yourself"
A source of much undiscovered personal energy

EXTRAVERTS	INTROVERTS
The afterthinkers. Cannot understand life until they have lived it.	The forethinkers. Cannot live life until they understand it.
Attitude relaxed and confident. They expect the waters to prove shallow, and plunge readily into new and untried experiences.	Attitude reserved and questioning. They expect the waters to prove deep, and pause to take soundings in the new and untried.
Minds outwardly directed, interest and attention following objective happenings, primarily those of the immediate environment. Their real world therefore is the outer world of people and things.	Minds inwardly directed, frequently unaware of the objective environment, interest and attention being engrossed by inner events. Their real world therefore is the inner world of ideas and understanding.
The civilizing genius, the people of action and practical achievement, who go from doing to considering and back to doing.	The cultural genius, the people of ideas and abstract invention, who go from considering to doing and back to considering.
Conduct in essential matters is always governed by objective conditions.	Conduct in essential matters is always governed by subjective values.
Spend themselves lavishly upon external claims and conditions which to them constitute life.	Defend themselves as far as possible against external claims and conditions in favor of the inner life.
Understandable and accessible, often sociable, more at home in the world of people and things than in the world of ideas.	Subtle and impenetrable, often taciturn and shy, more at home in the world of ideas than in the world of people and things.
Expansive and less impassioned, they unload their emotions as they go along.	Intense and passionate, they bottle up their emotions and guard them carefully as high explosives.
Typical weakness lies in a tendency toward intellectual superficiality, very conspicuous in extreme types.	Typical weakness lies in a tendency toward impracticality, very conspicuous in extreme types.
Health and wholesomeness depend upon a reasonable development of balancing introversion.	Health and wholesomeness depend upon a reasonable development of balancing extraversion.
Freud Darwin Roosevelt (both Theodore and Franklin Delano)	Jung Einstein Lincoln

JUDGING TYPES?	PERCEPTIVE TYPES?
More decisive than curious.	More curious than decisions.
Live according to plans, standards, and customs not easily or lightly set aside, to which the situation of the moment must, if possible, be made to conform.	Live according to the situation of the moment and adjust themselves easily to the accidental and the unexpected.
Make a very definite choice among life's possibilities, but may not appreciate or utilize unplanned, unexpected, and incidental happenings.	Frequently masterful in their handling of the unplanned unexpected, and incidental, but may not make an effective choice among life's possibilities.
Rational, they depend upon reasoned judgments, their own or borrowed from someone else, to protect them from unnecessary or undesirable experiences.	Empirical, they depend on their readiness for anything and everything to bring them a constant flow of new experience much more than they can digest or use.
Like to have matters settled and decided as promptly as possible, so that they will know what is going to happen and can plan for it and be prepared for it.	Like to keep decisions open as long as possible before doing anything irrevocable, because they don't know nearly enough about it yet.
Think or feel that they know what other people ought to do about almost everything, and are not averse to telling them.	Know what other people are doing, and are interested to see how it comes out.
Take real pleasure in getting something finished, out of the way, and off their minds.	Take great pleasure in starting something new, until the newness wears off.
Inclined to regard the perceptive types as aimless drifters.	Inclined to regard the judging types as only half alive.
Aim to be right.	Aim to miss nothing.
Self regimented, purposeful, and exacting.	Flexible, adaptable, and tolerant.
In introverts these characteristics are somewhat modified by the perceptive nature of the dominant process.	In introverts these characteristics are somewhat modified by the judging nature of the dominant process.

SENSING TYPES	INTUITIVES
Face life observantly, craving enjoyment.	Face life expectantly, craving inspiration.
Admit to consciousness every sense impression and are intensely aware of the external environment; they are observant at the expense of imagination.	Admit fully to consciousness only the sense impressions related to the current inspiration; they are imaginative at the expense of observation.
Are by nature pleasure lovers and consumers; loving life as it is and having a great capacity for enjoyment, they are in general contented.	Are by nature initiators, inventors and promoters; having no taste for life as it is, and small capacity for living in and enjoying the present, they are generally restless.
Desiring chiefly to possess and enjoy, and being very observant, they are imitative, wanting to have what other people have and to do what other people do, and are very dependent upon their physical surroundings.	Desiring chiefly opportunities and possibilities, and being very imaginative, they are inventive and original, quite indifferent to what other people have and do, and are very independent of their physical surroundings.
Dislike intensely any and every occupation which requires the suppression of sensing, and are most reluctant to sacrifice present enjoyment to future gain or good.	Dislike intensely any and every occupation which necessitates sustained concentration on sensing, and are willing to sacrifice the present to a large extent since they neither live in it nor particularly enjoy it.
Prefer the art of living in the present to the satisfactions of enterprise and achievement.	Prefer the joy of enterprise and achievement and pay little or no attention to the art of living in the present.
Contribute to the public welfare by their support of every form of enjoyment, recreation, and every variety of comfort, luxury, and beauty.	Contribute to the public welfare by their inventiveness, initiative, enterprise, and powers of inspired leadership in every direction of human interest.
Are always in danger of being frivolous, unless balance is attained through development of a judging process.	Are always in danger of being fickle, changeable, and lacking in persistence, unless balance is attained through development of a judging process.

Effect of the SN Preference

THINKING TYPES	FEELING TYPES
Value logic above sentiment.	Value sentiment above logic.
Usually impersonal, being more interested in things than in human relationships.	Usually personal, being more interested in people than in things.
If forced to choose between truthfulness and tactfulness, will usually be truthful.	If forced to choose between tactfulness and truthfulness, will usually be tactful.
Stronger in executive ability than in the social arts.	Stronger in the social arts than in executive ability.
Are likely to question the conclusions of other people on principle—believing them probably wrong.	Are likely to agree with those around them, thinking as other people think, believing them probably right.
Naturally brief and businesslike, they often seem to lack friendliness and sociability without knowing or intending it.	Naturally friendly, whether sociable or not, they find it difficult to be brief and businesslike.
Are usually able to organize facts and ideas into a logical sequence that states the subject, makes the necessary points, comes to a conclusion, and stops there without repetition.	Usually find it hard to know where to start a statement or in what order to present what they have to say. May therefore ramble and repeat themselves, with more detail than a thinker wants or thinks necessary.
Suppress, undervalue, and ignore feeling that is incompatible with the thinking judgments.	Suppress, undervalue, and ignore thinking that is offensive to the feeling judgments.
Contribute to the welfare of society by the intellectual criticism of its habits, customs, and beliefs, by the exposure of wrongs, the solution of problems, and the support of science and research for the enlargement of human knowledge and understanding.	Contribute to the welfare of society by their loyal support of good works and those movements, generally regarded as good by the community, which they feel correctly about and so can serve effectively.
More often men than women, and when married to a feeling type naturally become guardian of the spouse's neglected and unreliable thinking.	More often women than men, and when married to a thinker frequently become guardian of the spouse's neglected and harassed feelings.

Effect of the TF Preference

EXTRAVERTS	INTROVERTS
Like variety and action.	Like quiet for concentration.
Tend to be faster, dislike complicated procedures.	Tend to be careful with details, dislike sweeping statements.
Are often good at greeting people.	Have trouble remembering names and faces.
Are often impatient with long slow jobs.	Tend not to mind working on one project for a long time uninterruptedly.
Are interested in the results of their job, in getting it done and in how other people do it.	Are interested in the idea behind their job.
Often do not mind the interruption of answering the telephone.	Dislike telephone intrusions and interruptions.
Often act quickly, sometimes without thinking.	Like to think a lot before they act, sometimes without acting.
Like to have people around.	Work contentedly alone.
Usually communicate freely.	Have some problems communicating.

THINKING TYPES	FEELING TYPES
Do not show emotion readily and are often uncomfortable dealing with people's feelings.	Tend to be very aware of other people and their feelings.
May hurt people's feelings without knowing it.	Enjoy pleasing people, even in unimportant things.
Like analysis and putting things into logical order. Can get along without harmony.	Like harmony. Efficiency may be badly disturbed by office feuds.
Tend to decide impersonally, sometimes paying insufficient attention to people's wishes.	Often let decisions be influenced by their own or other people's personal likes and wishes.
Need to be treated fairly.	Need occasional praise.
Are able to reprimand people or fire them when necessary.	Dislike telling people unpleasant things.
Are more analytically oriented—respond more easily to people's thoughts.	Are more people oriented—respond more easily to people's values.
Tend to be firm minded.	Tend to be sympathetic.

SENSING TYPES	INTUITIVE TYPES
Dislike new problems unless there are standard ways to solve them.	Like solving new problems.
Like an established way of doing things.	Dislike doing the same thing repeatedly.
Enjoy using skills already learned more than learning new ones.	Enjoy learning a new skill more than using it.
Work more steadily, with realistic idea of how long it will take.	Work in bursts of energy powered by enthusiasm, with slack periods in between.
Usually reach a conclusion step by step.	Reach a conclusion quickly.
Are patient with routine details.	Are impatient with routine details.
Are impatient when the details get complicated.	Are patient with complicated situations.
Are not often inspired, and rarely trust the inspiration when they are.	Follow their inspirations, good or bad.
Seldom make errors of fact.	Frequently make errors of fact.
Tend to be good at precise work.	Dislike taking time for precision.

JUDGING TYPES	PERCEPTIVE TYPES
Work best when they can plan their work and follow the plan.	Adapt well to changing situations.
Like to get things settled and finished.	Do not mind leaving things open for alterations.
May decide things too quickly.	May have trouble making decisions.
May dislike to interrupt the project they are on for a more urgent one.	May start too many projects and have difficulty in finishing them.
May not notice new things that need to be done.	May postpone unpleasant jobs.
Want only the essentials needed to begin their work.	Want to know all about a new job.
Tend to be satisfied once they reach a judgment on a thing, situation, or person.	Tend to be curious and welcome new light on a thing, situation, or person.

MUTUAL USEFULNESS OF OPPOSITE TYPES

The clearest vision of the future comes only from an intuitive, the most practical realism only from a sensing type, the most incisive analysis only from a thinker, and the most skillful handling of people only from a feeling type. Success for any enterprise demands a variety of types, each in the right place.

Opposite types can supplement each other in any joint undertaking. When two people approach a problem from opposite sides, each sees things not visible to the other. Unfortunately, they seldom see each other's point of view. Too much oppositeness makes it hard for people to work well together. The best teamwork is usually done by people who differ on one or two preferences only. This much difference is useful, and the two or three preferences they have in common help them to understand each other and communicate.

When extreme opposites must work or live together, an understanding of type does much to lessen the friction. Disagreement is less irritating when Smith recognizes that it would hardly be normal for Jones to agree. Jones is not being willfully contrary. He is simply being an opposite type, and opposite types can be tremendously useful to each other when given the chance. The lists below show some of the specific ways.

INTUITIVES NEED SENSING TYPES:	SENSING TYPES NEED INTUITIVES:
To bring up pertinent facts	To bring up new possibilities
To apply experience to problems	To supply ingenuity on problems
To read the fine print in a contract	To read the signs of coming change
To notice what needs attention now	To see how to prepare for the future
To have patience	To have enthusiasm
To keep track of essential details	To watch for new essentials
To face difficulties with realism	To tackle difficulties with zest
To remind that the joys of the present are important	To show that the joys of the future are worth looking for

FEELING TYPES NEED THINKERS:	THINKERS NEED FEELING TYPES:
To analyze	To persuade
To organize	To conciliate
To find the flaws in advance	To forecast how others will feel
To reform what needs reforming	To arouse enthusiasm
To hold consistently to a policy	To teach
To weigh "the law and the evidence"	To sell
To fire people when necessary	To advertise
To stand firm against opposition	To appreciate the thinker

REMAINING PREFERENCES AND SUMMARY

Outer world or inner world: E or I. Your main fields of interest are apt to be directly related to the kind of perception and kind of judgment you prefer, that is to your SN and TF preferences. But the sort of work you will most enjoy doing within those fields may depend on your EI preference,—whether you like to use your favorite process extravertedly (E) in the outer world of people and things, or introvertedly (I) in the inner world of concepts and ideas.

Take the ST people for example. The introverts among them (IST) like to organize facts and principles related to a situation, which is the useful thing to do in economics or law. The extraverts among them (EST) like to organize the situation itself (including any idle bystanders) and get it moving, which is the useful thing to do in business or industry.

Jung, who invented the terms, looked upon extraversion and introversion as valuable opposites, which everyone uses but not with equal ease. Extraverts tend to be more interested and comfortable when they are working actively with people or things. Introverts tend to be more interested and comfortable when their work involves ideas and requires a good deal of their activity to take place quietly inside their heads.

Judging attitude or perceptive attitude toward the outer world: J or P. The final preference, JP, is between the use of perception and the use of judgment in dealing with the outer world. The J people rely mainly on a judging process for this purpose (thinking or feeling, whichever they prefer), and live in a planned, decided, orderly way, wanting to regulate life and control it. The P people rely mainly on a perceptive process (sensing or intuition) for dealing with the outer world, and live in a flexible, spontaneous way, wanting to understand life and adapt to it.

This JP preference works differently with extraverts and introverts. With extraverts the favorite process is, by definition, the one they prefer to use in the outer world. Therefore the extraverts' favorite process governs their JP preference. Extraverts whose favorite process is a judging one come out J. Extraverts whose favorite process is a perceptive one come out P.

With introverts the favorite process is, by definition, the one they prefer to use in the inner world. They do their extraverting mostly with their auxiliary. Their auxiliary process, therefore, is what governs their JP preference. Introverts whose favorite process is a judging one come out P because their auxiliary is perceptive. And introverts whose favorite process is a perceptive one come out J.

Summary of the four preferences

Your type is the result of your own combination of preferences, which can be stated for convenience in four letters. For example, ISTJ means an introvert liking sensing and thinking and a mainly judging attitude toward the outer world. ENFP means an extravert liking intuition and feeling and a mainly perceptive attitude toward the outer world. (N is used for intuition because I stands for introversion.) The Type Table on the back cover shows the favorite and auxiliary processes for each of the sixteen types. Brief sketches are given on pp. 7-8, longer descriptions on pp. 9-16.

EI Preference
Extraversion — Introversion

SN Preference
Sensing — Intuition

TF Preference
Thinking — Feeling

JP Preference
Judgment — Perception

MAKING FULL USE OF PERCEPTION AND JUDGMENT

To make full use of your perception and judgment, you need to use both kinds of perception and both kinds of judgment, each for the right purpose. This is a skill you can acquire by practice. Whenever you have a problem, a decision to make, a situation to deal with, try exercising each process by itself, consciously, purposefully, so that each can make its own contribution to the solution without interference from any other process. Start with your perceptive processes (S and N). Perception should always come before judgment.

1. Use your sensing for facing the facts, being realistic, finding exactly what the situation is, what you are doing, what other people are doing. Try to put aside all wishful thinking or sentiment that may blind you to the realities. Ask yourself how the situation would look to a wise, impartial bystander.

2. Use your intuition to discover all the possibilities—all the ways in which you might change the situation or your handling of it or other people's attitudes toward it. Try to put aside your natural assumption that you have been doing the one and only obviously right thing.

3. Use your thinking-judgment in an impersonal analysis of cause and effect. Include all the consequences of the alternative solutions, pleasant and unpleasant, those that weigh against the solution you prefer as well as those in its favor. Try to count the full cost of everything. Examine every misgiving you may have been suppressing out of loyalty to someone or liking for something or reluctance to change your stand.

4. Use your feeling-judgment to weigh just how deeply you care about the things that will be gained or lost by each of the alternative solutions. Make a fresh appraisal, trying not to let the temporary outweigh the permanent, however agreeable or disagreeable the immediate prospect may be. Consider also how the other people concerned will feel about the various outcomes, even if you think it unreasonable of them. And include their feelings and your own feelings along with the other facts, in deciding which solution will work out best.

You will probably choose, as usual, a solution that appeals to your favorite process, but on a sounder basis than usual because you will have considered facts, possibilities, consequences and human values. Ignoring any of these can lead to trouble. Intuitives may base a decision on some possibility without discovering the facts that will make it impossible. Sensing types may settle for a faulty solution to a problem because they assume no better one is possible. Thinking types may ignore human values and feeling types may ignore consequences.

You will find some steps in this exercise easier than others. The ones that use your best processes are rather fun. The others are harder, but worthwhile. If feeling is your favorite process, the attempt to see all the consequences of an act may show you that even the best intentions can go wrong unless thought through. If thinking is your favorite process, the attempt to learn how others feel about your plans may show why you meet so much opposition.

What makes the hard steps hard is that they call for the strengths of types opposite to yours. When your problem is important, you may be wise to consult someone to whom these strengths come naturally. It is startling to see how different a given situation can look to a person of opposite type, but it will help you to understand and use the neglected opposite side of yourself.

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OPPOSITE KINDS OF PERCEPTION AND JUDGMENT

The Type Indicator is concerned with the valuable differences in people that result from the way they like to perceive and the way they like to judge. Succeeding at anything takes both perception and judgment. First you have to find out what the problem or situation is and what are the various things you might do about it. Then you have to decide which to do. Finding out is an exercise of perception. Deciding is an exercise of judgment. You have two basic ways of finding out and two basic ways of deciding.

Opposite ways of finding out: sensing and intuition. One way to find out is through your sensing (S). Your eyes and ears and other senses tell you what is actually there and actually happening. Sensing is especially useful for gathering the facts of a situation. The other way to find out is through your intuition (N) which shows you meanings and relationships and possibilities that are beyond the reach of your senses. Intuition is especially useful for seeing what you might do about a situation. You use both sensing and intuition, of course, but not both at once and not, in most cases, with equal liking.

If you like sensing better than intuition, you make more use of sensing, get to be more skillful with it, and grow expert at noticing all the observable facts. You tend to become realistic, practical, observant, fun-loving, and good at remembering a great number of facts and working with them.

If you like intuition better than sensing, you make more use of intuition, get to be more skillful with it, and grow expert at seeing a new possibility or solution. You tend to value imagination and inspirations, and to become good at new ideas, projects and problem-solving.

Opposite ways of deciding: thinking and feeling. One way to decide is through your thinking (T). Thinking predicts the logical result of any particular action you may take. Then it decides impersonally, on the basis of cause and effect. The other way to decide is through your feeling (F). Feeling takes into account anything that matters or is important to you or to other people (without requiring that it be logical), and decides on the basis of personal values. You use both thinking and feeling, of course, but not both at once and not, in most cases, with equal confidence.

If you trust thinking more than feeling and use it more, you grow to be most skillful in dealing with that part of the world which behaves logically (like machinery) with no unpredictable human reactions. You yourself tend to become logical, objective and consistent, and to make your decisions by analyzing and weighing the facts, including the unpleasant ones.

If you trust and use feeling more than thinking, you grow most skillful in dealing with people. You tend to become sympathetic, appreciative and tactful and to give great weight, when making any decisions, to the personal values that are involved, including those of other people.

The kind of perception you prefer to use, either sensing or intuition, can team up with whichever kind of judgment you prefer to use, either thinking or feeling. So there are four possible combinations, each producing a different set of characteristics—different interests, different values, different needs, different habits of mind and different surface traits.

Your own combination of perception and judgment makes a lot of difference in the kind of work you will do best and enjoy. If your daily work has most need for the kind of perception you naturally prefer, you will handle the job better and find it more satisfying. If your daily work has most need for the kind of deciding that comes naturally to you, your decisions will be better and will be made with more confidence. In choosing among careers, find out how much chance each will give you to use your own combination of perception and judgment.

Keirsey, D., Bates, M. Please understand me. Promethus Nemesis Books, Calif. 3rd edition, 1978.